

# I02: Recommendation for the improvement of the existing mobility process by using an app to meet trainee/trainer/staff needs



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## INTRODUCTION

This report collects all the national reports on the analysis of a typical mobility process in order to develop an application and to define lacks and needs and to constitute the starting point of the further development phase. The goal of this IO2 (WP3) is to define the conceptual boundaries of the contents to create an android application that improves and helps the typical mobility process.

The observation analyses were done in Belgium, Germany, Italy, Portugal and Spain in the period April-June 2015. For Portugal and Spain the data collection were done jointly, since the mobility has been completed among the partners (CENFIC and FLC).

The data gathering plan was divided into the following tools regarding:

- Focus-groups with mobility participants (trainees) with the indication to perform it before and after the mobility completion, in order to evaluate the mobility process;
- Observation grid for external mobility observers (trainers, trainers coordinators, accompanying technicians, etc.), used during the mobility. This grid has been filled after the observation of the mobility process and has been filled by SOMEX technicians involved in the project, accompanying the group in mobility;
- A questionnaire completed in person (paper version) but also with the possibility for hosting organizations to complete it online. The aim of the questionnaire for hosting organizations was to collect the perceived known evaluation of the mobility process after it was completed, and the possible advantages that a dedicated app (or social network) would have to facilitate and to support the mobility;
- A questionnaire for external mobility observers to be filled in after the mobility has finished, is to evaluate the mobility process observed, and the possible advantages that a dedicated App (or social network) would have to facilitate and foster the mobility.

It's necessary to say that not all these tools were used in homogenous conditions and contexts, since the running of the mobility processes were not similar and simultaneous in terms of duration, technical organisation, professions, training establishment. Therefore this report collects national reports referring to the tools used in each partner country sometimes in different ways. For example the focus-groups were not always performed in two stages (before and after) but sometimes only in a unique session. Therefore each following section is dedicated to the tools, and the results can be read both as single outcomes and as a systemic outcome, summed up in the final considerations.

It's also important to highlight that this report is not intended to evaluate the specific performance of each mobility process, but rather to point out and highlight the indications and the possible helpful contents for the future App. Hence the attention is not all on the specific mobility place, specific features, durations, topics, etc, (although, of course, these factors also have an important effect on the usefulness to users), but somewhat more on the process and its details deserving attention for an App planning.

In each of the following sections the comprehensive and relevant results are presented, organized in thematic areas, and not all the single country results.

# 1.REPORTING ON FOCUS-GROUPS

The focus-groups have been very important since they have made it possible to get structured information with a certain uniformity and generality of opinion into the groups and this approach has also fostered the commitment of the trainees involved in mobility. The focus-groups were set up in:

- Belgium (4 trainees);
- Italy (10 trainees);
- Germany (20 trainees);
- Spain and Portugal (13 trainees).

The following thematic areas refer to each country report re-elaborated extracting qualitative information from each questionnaire filled. As said in the introduction, in fact, since the structure and the completion of the focus-groups is not homogeneous (sample of trainees different and/or execution of focus-groups in different situations), it seems more appropriate to render results in a SWOT form, to be able to standardize better the qualitative indicators.

Each "Strength" item in the SWOT analysis is presented, in order to relate strength indications to the initial objective of the study and of the project, which is to facilitate and support mobility. In the final section of each country "**APP's hints emerged**" are highlighted with the main and most relevant thematic areas that emerged.

## BELGIUM

### Strengths

#### BEFORE.

Motivations:

- To learn new techniques in a new environment (to know how Italians work in masonry);
- To know more about the restoration of old castles (historical part);
- To learn more about restoration techniques (rubble stone and old brick placement);
- To have a new professional experience;
- To meet new people;
- To travel, leaving their daily routine;
- To visit cultural places;
- To have an additional certification;
- To progress in their professional life;
- To learn Italian.

They (the trainees) said they needed the trainer as a coach / to support them in the acquisition of new techniques.

They knew the hosting organization. It is not the first time we have sent trainees there; we already knew the team and the working place as well as the accommodation (Agriturismo). They could see everything on pictures and on the Internet. They knew they would receive all the security equipment from SEP as well as work tools. They only needed to have their security shoes and work clothes. And one very important point (to them) was that they had Wi-Fi connection in the accommodation and within the castle. Note that they all have smartphones. They felt very confident about this topic as they knew they would have what they needed.

They were informed about all aspects relating to safety, health, logistics (food, lodging, travel). They knew they were insured by the training centre, all the logistical aspects (planes, airport shuttles, car rental) were organized for them as well.

### AFTER.

Objectives were reached on the whole. The main point to them was to improve their professional competences and also their social and cultural knowledge.

The Italian trainer was with them on the work site for the whole time in order to give them explanations. He spoke French so it was easy for the trainees to understand, but unfortunately, this did not give them the opportunity to develop their Italian language skills. The Belgian trainer was always with them to give advice on the work site and to monitor the group after the work – it gave them a sense of security feeling.

As previously explained to them, they received their tools and security equipment when they arrived.

Topics relating to safety, health, logistics (food, lodging, travel) were all very well organized.

They (trainees) received 600 € to cover expenses and to have money available for leisure time and that was quite enough. Most of them came back with some money. The grant covered all of their expenses.

Cultural visits very satisfying. They visited Rome, Perugia, Trasimeno Lake, Florence, Orvieto and Cortona.

### CONNECTIONS.

Motivation towards mobility seems to be worthy of attention in the relationship between trainees, trainers and objectives in the two phases of mobility experience (before and after); regarding objectives to be fulfilled, professional objectives as well other sort of objectives (social, country, language, etc.) were highlighted. The importance of the App is therefore the flexibility and the possibility to work as multi-function also as a “bridge” between different needs.

## **Weaknesses**

### BEFORE.

Fears:

- Not being able to do the work in practice;
- Not being able to understand the expected work (technical/language fears);
- Fears about living all together with the group;
- Fears about cultural differences: social skills – shyness.

They had courses before going but these only gave some basic knowledge of daily life situations and some technical vocabulary (32 hours). They were reassured because the accompanying person spoke Italian (not perfectly) and the trainer on the building site knew a little French.

### AFTER.

Unfortunately, the Argiturismo was empty so they could not meet other people and it was far away from town: no social exchanges.

They did not have the opportunity to use the Italian language much, as the trainer on the building site could speak French and their trainer knew Italian. In this case the mobility experience is referred to the Belgian mobility and then the two languages involved are Italian and French, therefore they used only French.

As far as social activities were concerned, unfortunately they were not aware of the possibilities and as they did not meet other students, they had no opportunities.

## Opportunities

### BEFORE.

Presentation of the mobility project:

- Description of the content and objectives of the mobility program;
- Presentation of the working place + description of the tasks they would have to perform at the work place (including pictures and explanations);
- Presentation of the evaluation sheets;
- Presentation of hosting facilities (internet web site – pictures – available equipment);
- Logistical aspects (planes scheduled, transport, timetables, permitted weight of suitcases);
- Budget available (per person and how to manage it);
- Cultural and social activities available (choice of places to visit and timetable);
- Required documents before departure (ID card, health insurance documents);
- Insurance and administrative aspects (they knew they were insured by training centre);
- Expected social skills (reminder of some rules); unexpected situations (based on previous experience);
- Contact persons details;
- Facebook group registration and questions and answers, Wi-Fi connection (very important to them), free times, meals, plane (things to pack in their suitcases, weight, and dimensions).

Improvements of professional techniques and skills, social skills and cultural aspects were the only declared information.

The Italian trainer was to follow them for the whole stay in order to help them in their new knowledge acquisition. This meant that they were not that afraid of being left on their own.

They were conscious of having some money for cultural and social activities and were very excited.

They all had smartphones.

### AFTER.

They learned new techniques they will be able to use in their trade afterwards. They were able to develop their language skills but not enough as they could not move easily / individually and therefore, they did not create links with other trainees or teenagers. As far as culture is concerned, thanks to the car they rented, they were able to visit many different places and develop their wish to travel again. They were able to develop new interpersonal skills as they all agreed on the fact that they now feel more self-confident and are more open to new challenges. At the end of the placement, they received a certificate from the hosting organisation and their Europasses. We explained the use of it to them and suggested to them that they add it to their CVs as they will be in the labour market at the end of June. They were conscious of the added value of the documents and of the mobility placement in general.

## Threats

### BEFORE.

Demotivation: Missing the girlfriend/family; some employers found it impossible to let the apprentice go abroad for a long period (especially for micro enterprises) because they absolutely need them in the company; fears of going abroad especially in a non-French speaking country; no time/no wish for languages courses (taking place on Saturdays); fears of living together (communal living).

They received and analysed the evaluation sheets with the trainer but were unsure about it. Unfortunately, we still don't know how to integrate this in their school report. This is frustrating for trainees, trainers and staff as they do not really understand the utility of the evaluation process.

They received a sheet with all the contact information in case there was a problem; accompanying trainer and mobility coach (who was the contact person if needed). They were members of a private Facebook group and would also ask the mobility coach or ex-participant (non-urgent) question – which was reassuring.

#### AFTER.

Indeed, they were not completely satisfied with the organization on the work site (lack of materials, time waste while waiting for the training settlement).

They were evaluated on the work and on the acquisition of the new competences. Unfortunately, as our system does not use ECVET (European system for Credits in Vocational and Educational Training) for the moment, this evaluation was only “informative”.

The work on the building site was sometimes a bit disappointing due to some delays in the delivery of training materials. The trainer tried to manage the situation by asking the organization team to have the materials on time and they discussed together about how to do better next year.

### **Lessons learned for the App**

- Use of mobile devices to **receive and share** technical information, cultural and leisure activities (before, during and after the process - mobility communities, as emerging in the area of opportunities mainly)
- Use of a tool for feedback
- By discussing the matter of a social network for exchange participants, the trainees proposed to have a kind of an Ambassador in each group. We would have to choose him/her regarding his/her involvement, social and communicative skills in order to give a good image of the mobility process to future participants.
- They are totally open to the idea of an App, as new technologies are part of their daily lives.
- They would be interested in having a **community of hosting participants** in order to develop **social interactions** and be aware of what they could do in the neighbourhood.
- If they have the opportunity to meet Italians, they would be interested in a kind of **translation APP**.

## **ITALY**

### **Strengths**

#### BEFORE.

All information about accommodation, training times and learning objectives, leisure times and administrative details were clear and well explained.

The VET system in Spain is different from the Italian one; it is therefore stimulating to see this difference and to test their specific professional approaches (sustainable building and all connected technical topics), also to compare and contrast with Italy.

In addition there is also a document (authorization and connected rules to be followed) to be signed by the family, giving a commitment regarding the behaviour of the trainee and his/her actions during the mobility process.

#### AFTER.

The pedagogical and social results fixed before the mobility were all achieved. Both Spanish and Italian trainers were well prepared.

## **Weaknesses**

### BEFORE.

Fears about language comprehension and about social integration with Spanish trainees.

They perceived as an additional value the possibility of creating a network or to share an App with other participants on the placement, in order to share suggestions, questions, answers, tips.

The Spanish trainers were unknown to the Italian trainees and they were not familiar with their teaching method, therefore trainees questioned it.

AFTER. Soon after the arrival the integration with local people was very positive and stimulating, but a tool to stay in contact and to connect for training information and for leisure time would have been welcome.

### CONNECTIONS.

It seemed important to have a good preparation of language comprehension and a support for it both before and after the mobility. The Interaction is also important after the mobility experience. A tool like the App, to be useful, has to be able to get acquainted before (more informative and for indications), get connected during (coordination) and after (exchange of experience and evaluation).

## **Opportunities**

### BEFORE.

A tool to monitor the experience and for personal evaluation, to input problems and positive aspects is very important. Therefore the tool called "logbook" (*diario di bordo*) supplied from Scuola edile Vicenza is really useful. This logbook contains the description of what was done from a technical level, describing tools used, techniques applied and what knowledge of certain building processes had been improved. Then there is a relational and transversal part, where trainees are asked to describe, to write impressions, evaluations and personal interpretations.

### AFTER.

It's important to stimulate curiosity and motivation, since the objectives will be reached only if the trainees are willing to learn about other professional techniques, other schools, other activities and other people. Therefore is necessary to stimulate demand for mobility placements in the most spontaneous way possible.

Concrete perception of the outcome of this mobility process is also important: formalization (certification or proof of completion) in order to demonstrate the added value for the person and for the labour market these trainees will be entering.

An App or a social network dedicated to receiving updated information from the sending and/or hosting institution about the timetable, plan of the day, lessons to follow and tests, if available, would have been used by the trainees.

The logbook was completed and is a valid tool to "record" personal experience and evaluation. This is also a very valuable tool to accustom trainees to writing, to expressing their impression with a richer verbalization and descriptive ability.

## Threats

### BEFORE.

The evaluation phase was not so clear, and also a self-evaluation to understand the level of learning reached would have been helpful.

They were unaware of the impact of the mobility on the labour market.

### AFTER.

For young trainees an App or social network for mobility has to be also controlled and monitored by a supervisor/trainer, since they might also be a source of danger and distraction.

## Lessons learned for the App

- **updates** about changes in the didactical programme to prevent fragmentation of activity and settle the eventual changes;
- **monitor** progress made during the learning process;
- **self-evaluation** and having the possibility to check the learning programme completion;
- be kept informed about changes, programme variations, last-minute organization;
- leisure time;
- **build community** between mobility experienced and mobility inexperienced (or trainees who are evaluating this experience) to ask about and exchange information and motivation;
- having a **logbook also on an App** could be a very good idea;
- get in contact with trainers who are professionals in the field, peer mobility trainees and also companies that demand mobility experienced workers. This could allow exchanging information and particular features requested from the companies for effective employability.

## GERMANY

### Strengths

#### BEFORE.

Motivations:

- The possibility of working abroad in the future;
- To experience working life and techniques in a different country;
- Work experience to show in resume;
- To live a new personal experience with peers;
- To experience new life styles;
- To enjoy an experience abroad;
- To widen cultural knowledge;
- To improve foreign language skills;
- To learn new things/techniques;
- To meet new people;
- To use new machines, materials;
- To learn new content and techniques and to improve own techniques;
- To put into practice content learnt at vocational centre from Italy in Germany.

Trainees got the information on certification (attendance certificate and Europass) months before mobility at the sending organization. The project was explained at a school meeting with trainees, parents, teachers, tutors.

Good safety quality and clean facilities. Strict safety rules.

### AFTER.

Expectations fulfilled (initial training plan, social activities, professions fixed, plan of different learning activities); enjoyed the experience and learnt new things/techniques; practical class very interesting; new ways of working; learnt about more than one profession; good professionals, a lot was learnt.

Plenty of well-organized leisure time activities; really enjoyed the free time.

Use of social networks (WhatsApp, Facebook, Instagram) to communicate with and inform family and friends about the mobility.

Many participants did not use any supporting tool because they were well informed at their vocational center and the group was quite young (around 15 most of them).

### CONNECTIONS.

The professional and learning aspect was central, and the experience of socialisation and making contact with other cultures was also considered to be important. An App that is able to inform, give regular and flexible information and connection if requested seems necessary for ensuring confidence in the group, and self-confidence in the individual.

## **Weaknesses**

### BEFORE.

Fears about: length of the stay; potential illness; not to be able to understand the trainers; expected to be hosted by Germans.

### AFTER.

Long car journey; very early start.

Participants did not expect to visit so many cities.

## **Opportunities**

### BEFORE.

No fears, but excitement about interacting with other people.

Expectations of the mobility: To learn how they work in another country; to get to know a new country and its inhabitants; to gain new experiences abroad; to know how the education system works in another country; to get to know and try the techniques of the foreign country; to see the buildings and the construction sites in another country; time to enjoy leisure activities and visit other cities; to get to know the new culture better; to spend time with peers; to get to know the history.

Trainer and staff with great professionals; strict and not impatient; willing to help if we had problems; not strict during leisure time.

Great organization with a lot of facilities.

AFTER. Experienced trainers; no use of new machines, but new materials; big organization with a lot of facilities, materials, rooms; got to use new equipment and materials; modern facilities and working life; more practical than theoretical.

Everyone was willing to help/support.

It would have been helpful to know what items to bring to the mobility (weather, etc).

A Google search prior to the mobility regarding the destination, the hostel, the vocational center, the area would have been helpful.

## Threats

### BEFORE.

Language; translation; difficulty in make oneself understood.

Concern about getting help in case of difficulties; not sure if we will understand each other; materials, equipment that we don't use in our country; better organization and facilities than at country of origin.

Did not expect to have lot of time for themselves.

Feel safe and reassured because the tutors are with them.

### AFTER.

Communication and understanding barriers, but found it possible to communicate a little.

Sometimes just tired, days were long.

## Lessons learned for the App

- help **communication and language** barriers;
- **exchange information** with peers in mobility or upcoming mobility;
- **share information** about changes, updates;
- **keep contact** with trainers, also in leisure time;
- follow and **self-evaluate** didactical progress on materials, techniques, etc.

## SPAIN AND PORTUGAL

### Strengths

#### BEFORE.

Motivation:

- Trainees wanted to learn and know more about another country/city,
- The Electricians group said they wanted contact with other professionals and see how they apply professional technology and if there are some differences;
- New experience not just in professional terms;
- The team of trainer and technicians was fully provided and committed. The set of tasks was identified;
- The administrative aspects of the preparation training were developed, including the insurance coverage for trainees.

#### AFTER.

The objectives and technical contents reached the goals. The reception of the hosting entity was considered very good and the monitoring by the technicians of CENFIC and FLC also. Training objectives were reached.

Hosting organizations, facilities, equipment, materials corresponded to the needs.

Everything else was considered effective, particularly when a minor illness occurred.

CONNECTIONS. Learning in general something (concepts and techniques) new is the main matter, and also administrative and organisational aspects were raised and have then to be included in the App.

## **Weaknesses**

### BEFORE.

The Trainees knew that the main objectives were related to the improvement of both professional and social knowledge and skills, but they still didn't know the detailed program. They wanted to anticipate the activities that they will develop; at the beginning they didn't have the information about the trainers/tutors and technicians who would accompany them during the placement, with the hosting entity. They knew that in the 1st week they would have a Technician from CENFIC.

They knew they would be covered by CENFIC's insurance. CENFIC distributed safety equipment and work clothes to use during the practical activities. They were informed that they would be accommodated in a hotel with an allowance for day to day expenses.

### AFTER.

The only situation which could be improved, according to some trainees, was related to the hotel (not all were in single or double rooms) and subsistence (because the daily allowance was very low).

## **Opportunities**

### BEFORE.

They did not know the Spanish language, except for a few words given the proximity of the two countries. The training in Spanish provided would reduce this difficulty. During the training and research they did online, from the site of FLC to tourist and cultural itineraries, they were able to gain an understanding of Spanish. They have also used a virtual Portuguese - Spanish dictionary.

They did not know if there was a program of cultural and social activities, but they knew that they would have some money for this purpose so, by themselves, they decided to do some research and decide the best way to take advantage of the available time.

Based on their experience during the mobility, the trainees wanted to be able to suggest applications (to use on smartphones) which would facilitate day-to-day mobility processes, from a personal and professional point of view, towards the requirements of construction activities.

The trainees were receptive to the idea of sharing their experience. Identification of existing networks; creating blogs; use of the web site REFORME network allowing trainees to share the experiences of current and future mobility.

### AFTER.

The trainees' evaluation was done by FLC. They visited the city, museums, leisure facilities, football stadium and did different tours of the city. They also established friendships with others trainees of FLC.

## **Threats**

### BEFORE.

Going out of their own comfort zone; budget maybe not sufficient; logistics; different language. They had little information about the methods of evaluation and certification to be used at this mobility process and how it will fit in with CENFIC evaluation.

Not all trainees had a smartphone. In the Painters group only one had a smartphone. He used some applications such as GPS. In the Electricians group, some trainees also had a smartphone but they weren't able to identify any application (already existing or to be developed) that seemed to them useful for the mobility process they were about to start. Everybody stayed mindful of this question and was aware of it.

## AFTER.

Different language did not constitute a problem but trainees would have liked to have more time to improve their Spanish language skills.

They reported a delay in bank transfer of the 2nd half of the agreed amount.

They highlighted the internet costs so they used Wi-Fi in the hotel or the networks at other facilities.

## **Lessons learned for the App**

- observe the mobility development and identification of **self-assessment** instruments over the entire mobility experience;
- **translate** conversations and diverse contents;
- access the bank account, personal email and watch news;
- used WhatsApp to communicate with the family. They also mentioned the use of GPS and Google maps to find routes. Trainees witnessed the great advantage of the use of new technologies and applications to solve personal and professional problems;
- improve the timing of information;
- receive **updated information** from the sending and/or hosting institution on timetable, plan of the day, lessons to follow and tests;
- **create a network** with other participants experiencing mobility to **share** suggestions, questions, answers, tips;
- share information, suggestions about, and ideas on how to spend free/spare time;
- **measure training achievements** (technical aspects, competence, work experience progress, etc.);
- **rank and evaluate participants' experience.**

## 2. REPORT ON THE QUESTIONNAIRE FOR HOSTING ORGANIZATIONS' OBSERVATION GRIDS AND EXTERNAL OBSERVATION

This section gathers the three remaining results of the mobility observation process: these three research tools were complementary from the conceptual point of view and all referred to an observation of the mobility process without direct involvement of the trainees, since:

- the observation grid was intended for use by the external mobility observers during the mobility. This grid was filled in after the observation of the mobility process. This grid was filled in by SOMEX technicians involved in the project, accompanying the group in the mobility;
- the external mobility observation was intended to gather opinions from trainers, teachers and mobility coordinating persons about the evaluation of the mobility process observed, and the possible advantages that a dedicated App or social network would have to facilitate and foster the mobility;
- the hosting organization questionnaire was to evaluate the mobility process after it had been hosted, and the possible advantages that a dedicated App or social network would have to facilitate and foster the mobility.

### QUESTIONNAIRE FOR HOSTING ORGANIZATIONS

This tool was used in the five project countries (also in this case considering Spain and Portugal together) for a total of 8 observers. The following overall question list gathers all the results, dividing for each answer the number of respondents and conveying in the final question all the answers.

1. Definition of aims and contents of the mobility are:

- |                                     |                          |                       |
|-------------------------------------|--------------------------|-----------------------|
| <input checked="" type="checkbox"/> | Completely defined       | How many observers: 4 |
| <input checked="" type="checkbox"/> | Sufficiently defined     | How many observers: 2 |
| <input checked="" type="checkbox"/> | Not sufficiently defined | How many observers: 2 |
| <input type="checkbox"/>            | Not defined at all       | How many observers: 0 |

2. Pedagogical agreement between student and training institution is:

- |                                     |                          |                       |
|-------------------------------------|--------------------------|-----------------------|
| <input checked="" type="checkbox"/> | Completely defined       | How many observers: 4 |
| <input checked="" type="checkbox"/> | Sufficiently defined     | How many observers: 3 |
| <input checked="" type="checkbox"/> | Not sufficiently defined | How many observers: 1 |
| <input type="checkbox"/>            | Not defined at all       | How many observers: 0 |

3. Do you think that the definition of objectives, aims and expectations for the students have been well explained and defined, completing a pedagogical agreement:

- |                                     |                          |                       |
|-------------------------------------|--------------------------|-----------------------|
| <input checked="" type="checkbox"/> | Completely defined       | How many observers: 5 |
| <input checked="" type="checkbox"/> | Sufficiently defined     | How many observers: 3 |
| <input type="checkbox"/>            | Not sufficiently defined | How many observers: 0 |
| <input type="checkbox"/>            | Not defined at all       | How many observers: 0 |

4. Do you think that before the mobility experience it would be helpful for the students to get in contact with a peer community who have completed the experience in order to find out information/suggestions?

- |                                     |                      |                       |
|-------------------------------------|----------------------|-----------------------|
| <input checked="" type="checkbox"/> | Highly important     | How many observers: 6 |
| <input checked="" type="checkbox"/> | Important            | How many observers: 2 |
| <input type="checkbox"/>            | Slightly important   | How many observers: 0 |
| <input type="checkbox"/>            | Not important at all | How many observers: 0 |

5. Do you think that it would be useful for the trainees, before the mobility experience, to receive information about administrative aspects like insurance coverage, legal framework of the foreign country, health assistance, etc.?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important   | How many observers: 5 |
| <input checked="" type="checkbox"/> Important          | How many observers: 2 |
| <input checked="" type="checkbox"/> Slightly important | How many observers: 1 |
| <input type="checkbox"/> Not important at all          | How many observers: 0 |

6. Do you think that it would be useful for students to receive updated information from the sending and/or hosting institution about the timetable, plan of the day, lessons to follow and tests through a social network or App?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important | How many observers: 5 |
| <input checked="" type="checkbox"/> Important        | How many observers: 3 |
| <input type="checkbox"/> Slightly important          | How many observers: 0 |
| <input type="checkbox"/> Not important at all        | How many observers: 0 |

7. Would it be helpful for students to create a network with other students experiencing mobility to share suggestions, questions, answers, tips?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important | How many observers: 7 |
| <input checked="" type="checkbox"/> Important        | How many observers: 1 |
| <input type="checkbox"/> Slightly important          | How many observers: 0 |
| <input type="checkbox"/> Not important at all        | How many observers: 0 |

8. Would it be helpful for students, to have the possibility to share, through a social network or App, information, suggestions about how to organize and spend free/spare time?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important   | How many observers: 5 |
| <input checked="" type="checkbox"/> Important          | How many observers: 2 |
| <input checked="" type="checkbox"/> Slightly important | How many observers: 1 |
| <input type="checkbox"/> Not important at all          | How many observers: 0 |

9. Would it be helpful for students to have a social network or App which could measure, step by step, training achievements (technical aspects, competence, work experience progress, etc.) that they are gaining (self-evaluation on learning steps for students)?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important | How many observers: 6 |
| <input checked="" type="checkbox"/> Important        | How many observers: 2 |
| <input type="checkbox"/> Slightly important          | How many observers: 0 |
| <input type="checkbox"/> Not important at all        | How many observers: 0 |

10. Would it be helpful for students to have the possibility to rank and evaluate their experience through a social network or App (self-evaluation on the overall mobility experience for students)?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important | How many observers: 7 |
| <input checked="" type="checkbox"/> Important        | How many observers: 1 |
| <input type="checkbox"/> Slightly important          | How many observers: 0 |
| <input type="checkbox"/> Not important at all        | How many observers: 0 |

11. How do you consider the possibility, for students, to remain in contact with colleagues and mobility trainers after the mobility period?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important | How many observers: 5 |
| <input checked="" type="checkbox"/> Important        | How many observers: 2 |
| <input type="checkbox"/> Slightly important          | How many observers: 1 |
| <input type="checkbox"/> Not important at all        | How many observers: 0 |

12. How important would you consider a network or community of mobility experienced people, trainers and employers for students, that could support them (in finding a job on a basis of specific profiles for example) after their mobility?

- |  |                       |
|--|-----------------------|
| <input checked="" type="checkbox"/> Highly important   | How many observers: 6 |
| <input checked="" type="checkbox"/> Important          | How many observers: 1 |
| <input checked="" type="checkbox"/> Slightly important | How many observers: 1 |
| <input type="checkbox"/> Not important at all          | How many observers: 0 |

13. According to your opinion as an external mobility observer, what are the main benefits of using an App and/or social media in exchanges/mobility projects abroad?

*Open answers:*

- To know the place where the mobility will take place before going, to organize the free time before leaving.
- Students can get information before the mobility in a direct way (direct involvement).
- Possibility to receive updated info and real-time alerts for schedule (even though this tool could be limited by the absence of a Wi-Fi connection).
- Opportunities to socialize are always very motivating. This will increase their positive approach towards the experience.
- Regarding the recipients of mobility (trainees, trainers and staff), using an APP for mobility experiences containing useful information about the traineeship and the host country/institution, would increase their self-confidence and reduce uncertainties. This means trainees would face the learning experience with a more positive attitude, improving therefore the whole experience.
- Regarding the mobility coordinators or tutors at sending institutions. The APP would facilitate easy and fast learning monitoring, allowing the timely implementation of corrective measures, if needed. It would also be very interesting to have the possibility of collecting data for further analysis, helping in the design of future successful mobilities.
- Regarding VET mobilities in the construction sector. The APP would help to disseminate experiences, open new horizons/paths and share knowledge along European VET construction institutions. This could help to increase mobilities and therefore achieve the 2020 EU objectives for mobility of VET students.
- An App could help with language and cultural barriers, for better social integration.
- An App could be really useful to evaluate the progress during the experience in order to be able to compare the different perspectives (trainees, trainers of both sending and receiving institutions) and goals achievement.
- Having a logbook on an App would be a really excellent idea. With this App one could draw in a structured way the description of what is being done; there could also be a relational part. Then these logbooks could be shared as a community, either completely or in part, depending on the wish of the trainees.

## OBSERVATION GRIDS AND EXTERNAL OBSERVATION

Given the high complementarity of these two tools (both addressed to an observation from concerned and competent professionals), the following recapitulation combines both tools and countries.

The following topic tables, settled in SWOT form, refer to general cross-country characteristics.

### Linguistic experience

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Good preparation of the paperwork and the whole stay through their tutors</li> <li>• If trainees are young, they have a huge motivation to learn</li> <li>• Intelligent use of their foreign language skills to understand thanks to the context and other spoken languages</li> <li>• 32 hour preparation courses</li> <li>• Small groups learn faster than big groups</li> <li>• Trainer is better if native speaker</li> <li>• Acquiring basic words / sentences helps self-confidence</li> <li>• Hosting partner knowing a bit of hosted trainees language can help</li> <li>• Contact with another language is an important means of learning how to adapt to a new linguistic and social environment</li> <li>• Improvement of foreign language skills</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• 32 hours of language preparation is sometimes not enough</li> <li>• Lack of motivation to follow the lessons (on Saturday)</li> <li>• Basic knowledge of the language is sometimes not easy / sufficient for integration</li> <li>• If teacher speaks learners' mother tongue, they won't make efforts to speak/practice other languages Preparation should include discussion with Italian students</li> <li>• Little preparation in the country of origin</li> <li>• Exchange with local trainees can be a valid support and has to be fostered</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• More open-minded about languages</li> <li>• Understand the importance of learning languages</li> <li>• Good value for their European citizenship</li> <li>• First experience abroad in an unknown linguistic context</li> <li>• Portuguese and Spanish are similar languages, facilitating mutual intelligibility</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Language lessons on Saturdays as they already work the whole week and want to rest during the week-end</li> <li>• Misunderstandings in language communication (due to "false friends")</li> </ul>

### Cultural experience

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Prior cultural preparation</li> <li>• Break the stereotypes and fears</li> <li>• Discover new things (buildings, history)</li> <li>• Contact with another culture. Learning how to adapt themselves to a new cultural environment</li> <li>• Information about the destination culture</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Cultural preparation insufficient - preparation should include discussion with native speakers (like questions and answers, sharing experience, increased mutual learning)</li> <li>• Some stereotypes still remain</li> <li>• Not enough information about socio-</li> </ul>
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<p>is important</p> <ul style="list-style-type: none"> <li>• Great leisure time schedule to get to know the German culture</li> <li>• Mutual learning/enrichment.</li> <li>• Improvement of cultural competencies through getting to know another culture.</li> <li>• Cultural visits organized during the stay</li> </ul>	<p>economic context, socio-cultural context, history and geography (lack of time)</p> <ul style="list-style-type: none"> <li>• Because of their age, the group was always together, so they did not really have the opportunity to get to know another culture better through contact with peers</li> <li>• Hard work discourages from cultural activities; it is necessary to have sufficient time to gain a better knowledge of destination culture.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• More open-minded</li> <li>• Open to Europe</li> <li>• Bigger curiosity</li> <li>• Less fears about going abroad</li> <li>• Acquisition of cultural knowledge for the first time</li> <li>• Enhancement of European dimension</li> <li>• Low cultural shock</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of cultural knowledge could make the person behave inappropriately</li> <li>• Adaptation difficulties in the hosting country</li> <li>• First experience abroad for some of trainees has to be monitored</li> <li>• Get to know only the clichés</li> </ul>

### Administrative aspects

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Everything was prepared by hosting and sending organization</li> <li>• Good hosting and welcoming conditions</li> <li>• Big help from both hosting and sending organization</li> <li>• Experience in mobility between both organizations facilitates the paperwork</li> <li>• Well experienced tutors in mobility</li> <li>• Reports and other documents for the trainees have to be shared</li> <li>• Good welcoming conditions.</li> <li>• Use of different tools</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to be involved in the administrative aspects (don't feel concerned)</li> <li>• Too many papers and the risk is that students just sign and do not read the content</li> <li>• Report at the end can be too long and if the training centre staff don't do it WITH trainees, they will answer it without any involvement or not at all</li> <li>• Takes a lot of time and energy for both organizations with high costs of management</li> <li>• Difficulties in finding place for work experience/traineeship</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Training centres and trainees need to think about mobility pathway BEFORE in order to meet the goals; a high level of involvement is necessary for avoiding big problems during the stay</li> <li>• Uncomplicated paperwork makes future mobilities easier</li> </ul>	<ul style="list-style-type: none"> <li>• Too much time lost by training centre staff members could be a reason for giving up the mobility</li> <li>• Trainees might expect that it is always going to be easy</li> <li>• Accommodation problems can occur due to low budget</li> </ul>

## Attitude

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Excited about learning new techniques</li> <li>• Excited about visiting new places and open minded about cultural discoveries</li> <li>• High motivation from both sides, trainees and tutors</li> <li>• Attitude got more and more positive as the days passed</li> <li>• A good group attitude in general helped to keep the group positive until the end</li> <li>• Participatory attitude and personal involvement of trainees</li> </ul>	<ul style="list-style-type: none"> <li>• Disappointed as the work previously proposed by hosting organization was sometimes not so interesting</li> <li>• Disappointed as often they were not on the worksite as the work was not really well-prepared</li> <li>• Homesickness</li> <li>• Lack of self-confidence</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Fostering open mindedness and motivation</li> <li>• Increasing positive attitude encourages trainees to take part in future mobilities</li> <li>• Good framework for cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• Bad image of the project</li> <li>• Possible bad image for the company owners</li> <li>• Adaptation problems</li> <li>• Face fears of the unknown</li> </ul>

## Behaviour of mobility participants

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Good behaviour in general</li> <li>• Motivated and with good commitment in daily life and work</li> <li>• Active participation</li> <li>• Model behaviour of the group</li> <li>• Very motivated, punctual and willing to learn and enjoy their stay</li> <li>• Intra-group equal treatment</li> <li>• Tasks accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Because the work was not adapted to their expectations, it happened in some cases that a lack of motivation after a few days meant less participation</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Behavioural enrichment of the participant</li> <li>• Self-improvement and self-awareness</li> <li>• Develop motivation</li> <li>• Want to discover Europe</li> <li>• Cooperation between people from different backgrounds</li> <li>• Increase social skills by meeting new people and cooperation with people with different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar and experienced tutors could have helped to keep the participants under control</li> <li>• Bad image for the sending company who let the apprentice devote time to a mobility and the expectations were not fulfilled</li> <li>• Group heterogeneity (different ages)</li> </ul>

### Commitment of mobility participants

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Very committed and willing to participate in the mobility</li> <li>• Aware of the importance of the mobility</li> <li>• Well informed about the legal/official issues</li> <li>• Clear understanding of mission</li> <li>• Active participation and sense of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• When paperwork was not filled in properly, it resulted in an insufficient understanding of the real importance of the opportunity</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Additional knowledge and different approaches for the same problem</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of responsibility needed</li> </ul>

### Commitment of hosting institution

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Wonderful building site provided</li> <li>• Staff always present on the working site</li> <li>• Masonry trainer present daily</li> <li>• Papers filled in correctly</li> <li>• Help to find accommodation</li> <li>• Gave kind of "attendance certificates" to trainees and trainers</li> <li>• Masonry trainer explained new work techniques and methodologies related to their trades to the trainees</li> <li>• A technician specialized in restoration explained historical aspects to the group</li> <li>• Trainees and trainer could</li> <li>• Show some of our methods to staff from another country, fostering a helpful exchange of good practices</li> <li>• Specific training in safety and security</li> <li>• Extremely helpful and well organized</li> <li>• Group well accompanied by three excellent tutors with good foreign language skills</li> <li>• Efficient and quick communication before, during and after the mobility</li> <li>• Excellent preparation of the group before the mobility and preparation of the whole stay, taking into account earlier experiences and advice</li> <li>• Human resources committed to supporting students</li> <li>• Specific technical and/or sectoral training in building</li> <li>• On the work site, all the material was provided</li> </ul>	<ul style="list-style-type: none"> <li>• No other trainees on the working site (no intercultural exchanges with other youngsters during the working days)</li> <li>• A risk is that hosted trainers have to teach to hosted trainees during the stay so hosting trainees don't have as much to do, resulting in time being wasted and disappointment</li> <li>• Lack of organization in buying the materials necessary for the work. Sometimes, trainees had to wait for hours in order to have the materials</li> <li>• Lack of organization in preparing the work before arrival with time lost</li> <li>• Difficulties in following-up the trainees (time consuming)</li> </ul>

Opportunities	Threats
<ul style="list-style-type: none"> <li>• By being there, any bad points could be discussed with partner in order to improve future mobilities</li> <li>• Decision about next year's schedule</li> <li>• Taking pictures and films to present the work to future mobility participants</li> <li>• Cross-country collaboration</li> <li>• Learn from the experience after working for years with the same institution</li> </ul>	<ul style="list-style-type: none"> <li>• Bad image of hosting organization</li> <li>• Disappointment of companies and parents with risk of bad image</li> <li>• Previous efforts to co-ordinate</li> <li>• Misunderstandings created by lack of clear definitions</li> </ul>

### **Pedagogical aspects**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Defined before mobility experience with the hosting partner</li> <li>• Learning outcomes achieved and recognition of learning outcomes</li> <li>• Sending organization must have a lot of experience</li> <li>• Evaluation strategy used in previous mobilities</li> <li>• Close supervision and on-going evaluation.</li> <li>• Academic recognition of the practical training.</li> <li>• Adequate task assignment</li> <li>• Good training materials</li> </ul>	<ul style="list-style-type: none"> <li>• Language barriers as pedagogical gap</li> <li>• Did not know clearly how to assess the trainees</li> <li>• Communication problems with the trainers if the tutors were away</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Added value for trainees' future (job finding for example)</li> <li>• Learning from this experience and prepared the job for next year</li> <li>• Improvement for everyone taking part in the mobility</li> <li>• Get to know different points of view</li> <li>• European dimension / added value on international pedagogical study approach</li> <li>• Opportunity to learn new work techniques and methodologies related to their trades</li> <li>• Synergy of different types of cooperation (linguistic, cultural, academic, scientific)</li> </ul>	<ul style="list-style-type: none"> <li>• Full transparency between trainer and trainees required</li> <li>• Risk of bad image of the training centre and of hosting work organization</li> <li>• Defined learning outcomes do not ensure achievement and quality assurance</li> </ul>

## Facilities/amenities available

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Support for finding accommodation</li> <li>• Hosting centre in the middle of the countryside: very good as the trainees could not go out during the night and could see how people live in the countryside</li> <li>• One apartment for the 4 trainees</li> <li>• Good for social skills as they had to live together all the time</li> <li>• All commodities were perfect: bathroom and kitchen in the apartment, Wi-Fi connection, laundry, bicycle available, swimming pool, barbecue</li> <li>• Possibility of cooking in order not to spend too much money</li> <li>• 2 vocational centres with a wide range of professions</li> <li>• Separated facilities into the different professions</li> <li>• Leisure time rooms</li> <li>• Open air area</li> <li>• Close to train station and shops</li> <li>• Quiet area/district but close to big cities</li> <li>• Security person in the dorm 24 hours a day</li> <li>• Support for their accommodation</li> <li>• Student's high satisfaction with accommodation/facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Hosting centre in the middle of the countryside and without other people: bad as they could not meet other teenagers without going out with the trainer; not the best for intercultural exchanges</li> <li>• One apartment for the whole group – sometimes there were tensions because they were always together</li> <li>• Not enough privacy</li> <li>• No development of languages skills as trainees are same language speakers</li> <li>• Need to take the car and drive a lot to meet other people</li> <li>• Dorm only available at certain times because of huge demand by local trainees</li> <li>• The three vocational centres are in different cities, it takes at least 30 minutes to get from one to another with public transport</li> <li>• After school hours the canteen was closed</li> <li>• A variety of transport services needed to get to the different locations (from hostel to working centre and to city centre)</li> <li>• Daily allowance for food very low</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Wi-Fi connection is perfect if we develop our APP</li> <li>• Chance to try different professions offered by the vocational centre</li> <li>• Get an understanding about life in a dorm</li> <li>• Opportunity to propose and choose the most suitable facilities for a better experience</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of motivation for future students if they know they will not meet so many people by being in the lodging centre</li> <li>• Lack of languages, cultural and social skills</li> <li>• Loss of time driving between the vocational centres</li> <li>• Accommodation difficulties due to low budget</li> </ul>

## Hosting organization features and quality

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Very interesting working site</li> <li>• Very qualified and kind trainers</li> <li>• Trainers always with the group on the building site</li> <li>• Precision about security measures and our trainees were able to learn from that</li> <li>• Previous experiences as hosting institution in mobility activities</li> <li>• Training entity as a reference of quality</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of organization on the work site</li> <li>• No need to develop too many language skills</li> <li>• No one who spoke sending country language</li> </ul>

<p>in the sector</p> <ul style="list-style-type: none"> <li>The staff participating in the mobility have acquired skills related to management training and mobility</li> </ul>	
Opportunities	Threats
<ul style="list-style-type: none"> <li>Trainees will pay more attention to safety and security</li> <li>Trainees will be more open to old techniques</li> <li>Come back to companies with new knowledge and exchange of experiences</li> <li>Agreements and networks in mobility work well</li> </ul>	<ul style="list-style-type: none"> <li>Risk of bad image of the organization</li> <li>Time schedule</li> </ul>

### Movements inside the country

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>Great leisure time activities to discover the hosting country</li> <li>Very good connections between cities close to the vocational centre</li> <li>Insurance coverage for the whole country</li> <li>The group came from sending country with two minivans that made everyday life easier during and after the training at vocational centre</li> <li>If the city has an airport it's an advantage</li> <li>Renting a car for the whole stay allows the group to move easily</li> <li>Possibility to do a lot of cultural visits (Assisi, Firenze, Roma, Trasimeno, Orvieto, Perugia, Cortona)</li> </ul>	<ul style="list-style-type: none"> <li>If driver is the trainer, trainees cannot move alone and independently</li> <li>Without renting a car, it is impossible to move in some contexts</li> <li>Guided all the time, so the trainees did not learn how to use public transport</li> <li>Trainees did not have the chance to decide themselves about where to go and which cities they wanted to visit</li> <li>If using a rented car, care should be taken in congested areas with lots of traffic jams</li> <li>The area is well-served by several local airports, if travelling by plane</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>Motivation for travelling</li> <li>Opportunity to see other countries and meet people</li> </ul>	<ul style="list-style-type: none"> <li>Young people may want to take the opportunity to cross the border if other countries are close and their insurance coverage might not be valid</li> </ul>

### 3.FINAL CONSIDERATIONS AND LESSONS LEARNED

The previous two chapters have described the information and the lessons learned from the four different tools for analysing mobility process in order to develop an application. In this final section these indications are presented in a summarized and proactive way, in order to give a perimeter and to figure out the areas that the app currently under development can usefully tackle.

A **first** important set of lessons learned is about a selection of the timing. A mobility process has three main timings with different features. Of course these three moments are strictly connected one to another in the mobility process completion, but for the realization of the App it is necessary to consider that it is probably not possible to include all these phases, and in this Final Considerations section it is helpful to divide the three timings.

App's timing:

- **Pre-mobility.** Involves functions for activities like recruitment organization and preparation of participants, supplemented with a number of practical considerations for leisure time, socialization.
- **During mobility.** Covers functional areas like recognition and monitoring of the stay abroad; self-evaluation and evaluation of the completion of the didactical goals.
- **Post-mobility.** Comprises functions for topics like debriefing, outcomes, evaluation and recognition; networking with trainers, peers and companies to facilitate access to the labour markets.

A **second** important set of points relates to different topics that the App has to address. During the survey using the four tools, different important topics that an App can practically support were highlighted. Of course the implementation of the App cannot include all the topics, but a tool could be designed that also could merge and handle more than one topic.

Possible topics for a useful App that emerged:

- Communication: all indications mentioning the need of fostering and increasing the relationships between trainees, as well as with trainers and with training institutions, to optimize and save time.
- Language barriers: all indications concerning overcoming language difficulties.
- Information generation and exchange: suggestions addressing new forms of delivering and managing information about preparation of the mobility process, as well as for spreading in a more effective and efficient way any information concerning training activities, grouping, administrative and coordination matters, during the mobility process.
- Control: monitoring facts and information on mobility at quali-quantitative level, collecting data for further analysis, also helping in the design of further more successful mobilities.
- Free-time and leisure activities: all ideas and suggestions in the area of supporting and facilitating the organization of free and leisure time, addressing relations both between trainees, and between trainees and trainers and mobility coordinators.

- Evaluation and assessment: all indications regarding a tool able to assess and evaluate the training per course and the learning progress, both for self-assessment and for external or trainers' evaluation.
- Experience tracking: proposals regarding the necessity of a tool to track, narrate and elaborate the experience during its completion: such as a logbook, also to be shared. A tool like this could enable reflection about the experience and the availability of useful information to be shared by others.
- Networking: all suggestions related to increasing and strengthening the network to be built between trainees and trainees and between trainees and trainers, mobility coordinators, training institutions.

Considering the two points described above, it is important to consider the availability of the App as a sort of "hub" - which can be used for more than one of purposes listed above. It should be considered whether this App is addressed to which target of mobility subjects (trainees but also trainers, mobility coordinators and training institutions). Motivation for all these players to use the App could then have a direct positive and helpful effect on the individual results and at the same time on the organizations; in this respect, it could be a very useful tool in facilitating trainees' access to self-actualization and self-confidence (in collaboration with trainers, coordinators and institutional representatives) in order to facilitate mobility success.

The ongoing process of setting up a useful App has then to consider these indications in a constructive and holistic way, since of course all these topics cannot be simultaneously included in the SOMEX project's App. Notwithstanding, it is important to use these suggestions to highlight the possibility of creating a really innovative App, not ending up with a tool based on a single topic (for example, one that just concentrates on a tool for leisure and free time would surely not be so helpful, since this topic, although discussed, is not as relevant when considered on its own) but rather being a facilitator and a supportive connection usable for different purposes.